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ABSTRACT

In an effort to integrate the large number of part-time faculty into their college program, instructional administrators at West Virginia Northern Community College (WVNCC) developed a professional development program for part-time faculty. The initial literature search considered the characteristics, needs, and status of adjunct faculty, identified colleges with successful programs, and synthesized recommendations for program development. A second step in this effort was a nationwide survey of community colleges to determine general characteristics of the colleges in terms of headcount enrollment, the number of full- and part-time faculty, credit hours taught, and salary of part-time faculty. This study also determined whether the college had a faculty development program and, if so, whether it included pre-service and/or in-service training. Another survey was conducted of WVNCC adjunct faculty employed to teach degree-objective courses in academic programs during fall 1976. Its purpose was to identify needs for future development activities, types of professional activities most desirable, and times most suitable for activities, and to gather other anonymous suggestions. A final aspect of the study involved preparing a proposal for a professional development program. An outline is presented of the guidelines, objectives, and specific topics of the program. A bibliography and the survey instruments are included. (Author/MB)

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PROFESSIONAL DEVELOPMENT FOR PART-TIME FACULTY

(Research and Demonstration Project)

Submitted to

the Council for North Central
Community and Junior Colleges

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April 1977

JC 790 251

ABSTRACT

In an effort to more fully integrate the large number of part-time faculty into their college program, West Virginia Northern Community College instructional administrators committed themselves to developing a professional development program for part-time faculty. The first step, they believed, should be to determine existing trends, identify model programs elsewhere, and study recommendations of others. Partial financial assistance for the research was obtained from the Council of North Central Community and Junior Colleges. The project would consist of research and demonstration. A literature search and a survey of American community/junior colleges was undertaken. In addition, a survey of part-time faculty teaching at West Virginia Northern was made as another preliminary step to development of a proposed professional development program for them. The final phase of the project is a demonstration project to be conducted during the Fall 1977 semester. The document is a partial report presenting the findings of all aspects of the project except the demonstration. Findings indicate that part-time faculty outnumber full-time faculty in American community/junior colleges, but very few colleges are providing adequate means for orienting these professionals to the college they represent. Needs of adjunct faculty are cited and the need for a more extensive determination of professional development needs is recommended. A compilation of methods recommended and some being used at other colleges is presented. Findings of the random sampling survey of colleges indicate that less than half of the respondents provide professional development activities for part-time faculty. A description of activities which are provided by some are included in this partial report. Results of the West Virginia Northern Community College adjunct faculty survey, indicating their perceived needs and suggestions for types of activities, are summarized and a proposed professional development program for these persons is presented. Copies of the survey instruments are provided.

INTRODUCTION

As is the case in many other institutions, part-time faculty play an important role at West Virginia Northern Community College and will continue to do so. During the Winter 1976 semester there were 60 full-time and 92 part-time faculty members at the college teaching in degree-objective programs. Because of the desire of instructional administrators to develop a means of more fully integrating these part-time faculty into the institution, they committed themselves to developing a staff development program for part-time faculty. It was felt that there was a need for more than the orientation sessions conducted each semester.

The college is relatively new, having been established in 1972, and the first step in development of a program seemed to be to determine existing trends and to identify some model programs elsewhere. Preliminary research indicated that extensive study would be needed and results could be shared by a wider audience. An ad-hoc committee developed a proposal requesting assistance from the Council of North Central Community and Junior Colleges and agreed to submit a report of findings to them. Partial funding for the project was granted in August 1976.

The research and demonstration project consists of a literature search; community college survey; survey of West Virginia Northern Community College part-time faculty; development of a proposed program of professional development for part-time faculty; and a demonstration project at West Virginia Northern. The research has been completed and

planning is in progress for the demonstration project with West Virginia Northern Community College adjunct faculty during the Fall 1977 semester.

This two-part document is a partial report. Part I, devoted to the results of the research aspects of the project, is completed. In Part II, which concerns the demonstration project, only Section I, a proposed professional development program for part-time faculty, is presented at this time. Part II will be completed and submitted to the Council of North Central Community and Junior Colleges after the demonstration project is implemented.

Part I consists of three sections. Findings of the literature search are presented in Section I. Footnotes are compiled at the end of the summary of findings and a selected list of references is provided at the end of this section. In Section II the survey of a random sampling of American community/junior colleges is discussed and findings are presented. The survey of part-time faculty teaching at West Virginia Northern Community College during the Fall 1976 semester is described and results are reported in Section III. The results of the findings in these three sections are compiled in "Summary and Conclusions," which also includes conclusions; suggestions for additional research; and implications of this study, as perceived by the researcher.

Part II, Section I, "A Proposal for a Professional Development Program for Part-Time Faculty," follows the summary and conclusions of Part I.

The appendix contains copies of the questionnaires used in the surveys and letters and instructions which accompanied them.

Two terms vital to this report are "part-time faculty" and "professional development." "Part-time faculty," used interchangeably with "adjunct faculty," refers to faculty members who teach one or more

degree-objective courses but who are not considered full-time college faculty. "Professional development" denotes activities planned for the purpose of providing information and assistance helpful in carrying out the professional activities of faculty personnel. A professional development "program," as used in this report (except as noted in Part I, Section II, where a broader interpretation is allowed) refers to a plan of activities designed and organized to accomplish comprehensive long-range goals.

Responsibility for the research and proposal aspects of this project, as well as for writing the report, was assigned to a principal researcher with advice and assistance to be provided by a Project Advisory Committee. The demonstration project will be implemented by the Office of the Dean of Academic Affairs. The principal researcher serves as Evening Coordinator, a part-time position involving interaction with part-time faculty, and previously served at the college as a division chairman. Members of the advisory committee are the Director of Computer Services, Thomas A. Miller; Dean of Students, Mary Frances Onofaro; Chairman of Science and Mathematics Division, Dr. Loren E. Radford; Chairman of the Social Sciences Division, Dr. Roger W. Haigh (who also served as chairman of the committee developing the proposal for this project); and Dean of Academic Affairs and supervisor to the researcher of this project, Dr. Gregory D. Adkins. Additional assistance has been provided the researcher by Anthony J. Vavra, mathematics instructor, who served on the committee developing the original project proposal, and Librarians Terrie K. Sypolt and Barbara J. Ingrassia. Typists were Jane Ann Bieniek, Marjorie Kurko, and Elizabeth Robinson.

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letter and instructions

Questionnaire used in part-time faculty survey, with accompanying
letter

PART I

RESEARCH

Section I

LITERATURE SEARCH

A literature search was made to determine general characteristics and concerns of adjunct faculty; to locate reports of others studying the subject; and to identify model and sample programs for adjunct faculty.

A summary of the findings and a selected list of references are presented in Section I.

Adjunct Faculty--Who Are They?

Adjunct--part-time--faculty comprise a fair percentage of the persons who teach in American community/junior colleges. Estimates of the percentage indicated 35-40% as a fairly stable figure around the country in 1973.[1] John Lombardi's study in 1975 indicated, "Statistics on the number of part-time instructors in the two-year colleges confirm that they have become the majority of instructors."[2] The 1977 Community, Junior, and Technical College Directory published by the American Association of Community and Junior Colleges, indicates that nearly 56% (111,378) of the total faculty (199,691) were part-time faculty in October 1976.[3] No estimate of the number of courses these persons teach could be located so that a comparison could not be made with the number taught by full-time faculty.

Adjunct faculty are from nearly all occupations--firemen, lawyers, accountants, bankers, housewives, engineers, educators, realtors, florists, upholsterers, policemen, medical doctors[4]--and many of them, of course, are moonlighting. The source of adjunct faculty depends greatly upon

the subject matter taught at the college and the persons available in the service area. A North Carolina survey indicated three main sources: education; business and industry; housewives.[5] Surveys also indicate that many have had little previous teaching experience. In Illinois, for example, 28% of the part-time faculty had had no teaching experience when initially appointed at the college where they were teaching and the same was reportedly true of 30% in Maryland.[6] Studies also indicate that in addition to less teaching experience than full-time instructors, part-time persons have fewer graduate degrees or graduate units.[7]

Most adjunct faculty teach between 5 and 10 p.m. when most part-time students, who also work 8-5 days, are going to school. This means these faculty are the only representatives many students meet.

Where and how are these persons located? As indicated earlier, they come from many different occupations, but at least one national survey indicates that 67% of the colleges have no formal recruitment procedures for adjunct faculty.[8]

In summary, then, the numbers indicate part-time faculty are persons who are very much needed and depended upon to bring a special expertise into the mission of the community college. It appears they are persons who also represent the college to many students. Yet some persons are concerned about adjunct faculty, as evidenced by the following sample article titles: "Adjunct Faculty: Forgotten and Neglected;"[9] "Part-time Faculty Need Full-time Support;"[10] "Adjunct Faculty Deserve a Better Deal;"[11] "Part-time Teachers: Many are Angry;"[12] "Part-time Employment: We Teach, Therefore We Are."[13]

Adjunct Faculty--What Is Their Status?

Are adjunct faculty really forgotten? Are they like "an orphan

child" as one called himself?[14] Don't they have full support? According to the literature, the answer is yes, they are neglected and no, they are not receiving full support. Some writers have dealt with matters relating to subjects other than professional development (such as employee salaries, benefits, rank, etc.) but others are mainly concerned with professional development and these are summarized as follows:

Cooke and Hurlburt report:

> Not only do part-time teachers find themselves outside the sphere of professional activities, often they do not receive full administrative support for their classroom instruction. The majority of instructors indicated that course outlines were not supplied to them by the college for the courses they taught. Those who did receive course outlines reported finding them helpful in determining material to be covered, reducing the time needed to organize the courses, and keeping the class on schedule. In addition to not being assimilated into traditional routines, part-timers labored over more adverse conditions than would their counterparts teaching during the day. They were less likely to teach courses on campus and had less than complete support from such services as the bookstore, library, media center, student personnel, duplication, and secretarial staff.[15]

Lombardi agrees:

> They are also uneasy at the sink-or-swim milieu in which they are placed on assignment. Aside from the name of the text, the location of the classroom, occasionally a course syllabus, part-time instructors get little orientation or in-service training from the administration. They are given over to chairpersons who are nominally their mentors and guides. The amount of attention they receive from these harried and overworked semi-administrators is not difficult to guess--it is minimal and it may reach the vanishing point for part-time instructors assigned to off-campus locations miles from the campus.[16]

Lombardi indicates that improvements are being made and the above is not true in all colleges as more college services are being provided, full-time persons are being assigned to assist adjunct faculty during the early period and even office space, faculty manuals and bulletins are becoming more common place.[17]

Adjunct Faculty--What Are Their Professional Development Needs?

As a result of their minimal teaching experience, one might expect that the part-time personnel need assistance in adjusting to their part-time profession. In describing the successful instructor in a community college, Wallace Cohen claims he needs more than expertise in his field: ". . .he also needs an equally strong understanding of the way students learn, the environment in which this learning is to occur, and the most efficient processes for transmitting learning."[18]

Although at least one study indicates that "there is no statistical evidence that full-time faculty are any better than part-time people or vice versa,"[19] most writers indicate there is very little supervision and evaluation of part-time personnel to know. Two colleges appearing to have the most extensive professional development programs for part-time faculty both base their program on the major objective of improving the learning by students and the equal quality of instruction by part-time personnel.[20]

A survey at one community college indicated that part-time faculty wanted more help on various approaches to teaching and more information about how others teach the course.[21] While some acknowledge that professional development for full-time faculty may not be the best, "the situation for part-time faculty may be described as bleak indeed."[22] Many point out that, in addition to making teaching their full-time profession, full-time faculty at least are normally involved in exchanges with others in their profession, are interacting more with students, and can more easily get professional assistance. Those on the part-time staff are isolated.

Regarding the extent to which part-time personnel need assistance in the profession of teaching, perhaps the most obvious answer found in

this study is that these needs have not been determined. Bender and Hammons, for example, place importance on their recommendation that, "College administrators should undertake a thorough study of the perceived needs of incumbent adjunct faculty and the students they serve."[23] Anderson suggests that they at least need ". . .to better understand their college's particular approaches to learning" and to be given the opportunity to offer their own ideas. [24]

"Adequate information, assistance, and assurance is paramount" for teachers teaching for the first time, says Williams, because "insecurities are high."[25]

Many of those who have written about professional development needs indicate a belief that adjunct faculty, possibly because they want to teach and are enthusiastic about learning and expanding their own experiences and knowledge, are thus very receptive to opportunities for self-improvement.[26]

Orientation to the college's philosophy, curriculum, academic, and business procedures, perhaps is a more easily identified need for adjunct faculty. One study of part-time instruction in four midwestern institutions concluded that "part-time faculty were less knowledgeable about the educational environment, less positively committed to junior college education and held less favorable attitudes toward the institution."[27]

A sample of some of the procedural and substantive questions derived from a survey of new adjunct faculty members indicates needs:

> Am I required to keep roll? How do I contact a student who has missed several classes? May I give a break? What do I do for chalk, eraser? What do I do if I have to miss a class? How do I get a test duplicated? How do I go about ordering a film or other media? If there is no syllabus or no textbook for the course, how can I determine the appropriate content? What do I do to get answers to questions I can't answer? Where can I go to get information about the background of students in my

> class? What is the grading system? If I catch a student cheating, what do I do? What do I do now that half my students failed the first test?[28]

Adjunct faculty in a Virginia college requested improved communications and increased information on policies and procedures, a copy of the semester calendar and the catalog.[29]

Eileen Kuhns reports that since a part-time faculty member is the only contact many students have with the college, ". . .his familiarity with college philosophy, rules and procedures becomes doubly important in order that he may serve in the role of informal counselor on occasion. Accurate information about matters such as graduation requirements, final withdrawal dates, absence rules, etc., is essential."[30]

"A case of the blind leading the blind" was the description by Bender and Hammons.

Other needs cited which are not a part of professional development but relate to professional activities include: need for some provision for office space for meeting with individual students; means of making the adjunct member feel an important member of the college staff; provisions for mailboxes; cosmetics such as including them in graduation ceremonies and listing names and credentials in the college catalog; provision for a secretarial service center.[31]

Adjunct Faculty Professional Development Programs--What Is Their Status?

Ten years ago Kennedy reported that a minimum of orientation was taking place. "Only two institutions in each state had any identifiable orientation program for new part-time instructors. In the other junior colleges where some form of orientation was undertaken, it invariably consisted of a short discussion of administrative and academic regulations by a member of the administrative staff."[32] And he also reported that if

part-time faculty were invited to formal orientation programs planned for full-time faculty, they did not attend. (Some writers point out that these programs are usually held when part-time faculty are unavailable).

Five years ago Bender and Hammons indicated that ". . .the authors could find only one reference regarding programs to train adjunct faculty members and that was in a self-study report." Furthermore, they claimed that few institutions "have given serious attention to the critical role of the adjunct faculty members."[33]

Today, efforts being attempted which could be located in this search include:

1) Lincoln Trail College, Illinois--Staff development activities there are planned for both part-time and full-time. Part-time faculty returned 16 of the 30 responses to a questionnaire regarding professional development. Activities include workshops and master lists of course syllabi are provided both full-time and part-time faculty. They report the major problems regarding faculty are that professional development activities, such as credit courses, cost too much, are too far away, and it is difficult to get time to go.[34]

2) Montgomery College, Maryland--A part-time faculty handbook is provided. It includes general information such as an organizational chart, college calendar, directory of offices, philosophy, types of programs, degrees and certificates granted, accreditations, and information about the bookstore, emergency closing of the college, notification of address and phone change, parking, supplies and duplicating services. Also enclosed are a description of the responsibilities of part-time faculty, academic and administrative procedures, academic regulations and procedures for proposing changes to them. A week-to-week guide to faculty responsibilities lists such things as dates due for class lists, dates

for changing courses, grade report instructions, etc.[35]

3) Hagerstown Junior College, Maryland--In 1972 the college started a "systematic program to realize the potential of the college's adjunct faculty." Objectives of the program emphasize the need for adjunct faculty to be sufficiently familiar with the college to meet student needs; the right of students to expect quality instruction from them; and a process of communications designed to "identify and deal with idiosyncratic needs resulting from nearly forty people teaching five-hundred students." The program emphasizes recruitment, input, process, and output. In the recruitment phase, the college utilizes screening committees, recommendations from faculty and staff, and media advertisements. After the employee is hired he receives a format for course outlines, textbook and supplementary materials; he meets with the associate dean and division chairman for a discussion of the course outline, preparation of course objectives, student evaluation, use of media, and classroom techniques. By the first class he prepares a course outline. He is given a faculty handbook and during the second week of classes an adjunct faculty workshop is held in which college personnel are introduced and time is available for questions. Division chairmen follow-up by meeting with adjunct faculty. Auxiliary services are provided such as availability of administrators evenings (they take turns); accessibility to media; and learning centers are provided for student referrals.

Each adjunct faculty member is evaluated the first semester and annually thereafter. These evaluations produce input for instructional clinics organized by administrators and conducted by faculty. The program reportedly "is not perfect but it has been effective in meeting the needs of students and faculty."[36]

4) Burlington County College, New Jersey--Their program is the most extensive one identified in this search. Their 1974-75 budget, in the amount of $150,000, provided for professional development for both full-time and part-time personnel. In 1971-72 and '72-'73 institutes were held both fall and winter with five three-hour sessions on Saturday mornings. The syllabus for their regular pre-service institute was shortened and modified to place more stress on immediate needs and short-term development activities as well as orientation to the college. They reported 85% of the adjunct faculty completed the work and now the institutes are held out once each year, mainly for new adjunct faculty. A $75 stipend is paid to the instructors if their work assignments during the sessions are completed. And completion is required for advancement to senior adjunct faculty status and higher pay. The programs include such subjects as the nature and mission of the community college; instructional technology systems; improvement of teaching; and familiarization with college programs and services. Institute sessions include the use of handouts, films, division meetings, tours, self-instruction packets, and homework. Their goal is the improvement of student learning. They identify specific objectives and report successful meeting of objectives for both full and part-time faculty. Adjunct faculty rank institutes highly with regard to development of objectives and participants and eventual student evaluations show improvement of learning.[37]

5) Seminole Community College, Florida--A fifteen hour faculty workshop designed primarily to assist adjunct faculty skilled in occupational areas but with no formal instruction in current teaching techniques is reported. The workshop is divided into the following: introduction and orientation to the community college and the role of the institution; the

teaching-learning interface which includes analysis of learning behavior, cognitive style, the community college student, and characteristics of the effective instructor; teaching strategies for large and small groups and individuals; instructional aids and their use; instructional evaluation, testing, and grading; and planning for instruction.

Adjunct Faculty Development--What Is Recommended?

Specifically for adjunct faculty: 1. Adjunct faculty should be involved in the planning, designing, implementation, and evaluation stages and the program should not be a one-time occurrence but an ongoing program.[39]

2. Some simple techniques found useful in orientation: the "buddy system," an adjunct faculty handbook, one-day (or less) workshops utilizing questions from adjunct faculty as a guide for planning.[40]

3. One purpose of adjunct faculty staff development activities should be to make them aware of the scope of their professional responsibilities and to enhance the quality of the teaching environment.[41]

4. The program must be designed to allow for the widest possible participation.[42]

5. The cost to the college for a properly conducted program in terms of time and money is considerable.[43]

6. "The key to the cost is creative application of previously committed resources."[44]

7. Part-time instructors often cannot afford the time involved in attending meetings and do not participate in many programs.[45]

8. When planning for part-time staff, the challenge of maintaining effective communications and group relations are manifold. But it is very important that pre-service sessions with new employees deal with the importance and methods of dealing with teaching as well as the mechanics

of a given assignment.[46]

9. When surveying regarding faculty interests one college also asked for an availability response.[47]

General recommendations regarding in-service: Others writing about in-service programs in general have made some recommendations which appear especially pertinent to adjunct faculty. Among them:

1. "The emphasis on continued in-service education would seem to me to be the most important activity that is assigned to the community college." (This statement comes from a conference regarding junior college staffing for 1975-80 and relates to the role of others as well as community colleges).[48]

2. It is important for people participating in any job to have a picture of the overall operation of which they are a part.[49]

3. "A massive program is needed. . . a) understanding the role and mission of the community college. . . c) developing techniques and methods appropriate to the needs of its heterogeneous clientele."[50]

4. Three factors which should be the basis for any in-service program are: ". . .strong understanding of the way students learn; the environment in which this learning is to occur; and the most efficient processes for transmitting learning."[51]

5. The development of a creative, well designed pre- and in-service program to meet community college needs for the 70's was a major recommendation in a study of the priorities for the 70's.[52]

6. Educators are looking more and more at electronic items to assist in creative programs.[53]

7. "Teacher attitudes appear to be the greatest determinant of success or failure of the project."[54]

8. Determining the best methods for conducting in-service programs and determining what should be taught are problems always faced in planning in-service programs.[55]

9. "Programmed packages on the history and philosophy of the community-junior college, the nature and characteristics of community-junior college students, innovation in teaching, and other areas, ought to be developed to complement other activities."[56]

10. "Attempts at the lecture, seminar and workshop approaches fell flat. Faculty do not really turn on at the traditional methods of in-service training and teacher orientation."[57]

11. One study of faculty preferences regarding in-service revealed they: a) opposed being left to rely on their own reading to learn about philosophy and goals of the community college; b) favored teachers' meetings and packaged media for studying instructional skills as opposed to a formal program; c) preferred pre-packaged media regarding subject matter competency; d) preferred informal methods of learning about community college students.[58]

12. Hammons, who had worked with at least forty faculty workshops at the time, and after some evaluation and follow-up interviews, lists a number of recommendations, including: a) all faculty participants must be volunteers; b) the real purpose of any faculty workshop should be made perfectly clear from the very beginning; c) participation in faculty workshop activities and subsequent experimentation must be tied into the institutional reward system for faculty members; d) provide for reinforcement after workshops are over and plan for follow-up by the workshop leader (shows definite interest in goals rather than just an exercise); e) always provide a bibliography; f) do not expect change overnight; g) realize that change costs money.[59]

13. Faculty member must have reinforcements in his efforts to induce change.[60]

14. "To receive the greatest return on in-service allocation colleges must emphasize evaluation of student learning outcomes."[61]

15. One conclusion of a pilot study of the advisory approach to in-service training was ". . .seems to provide further evidence that the more traditional modes of in-service training need to be replaced with programs that provide help for teachers in their individual classrooms."[62]

16. It is more successful if faculty develop a personal plan of action for an academic year, tying these together with the college thrusts, and then staff developmental activities result from these.[63]

17. Among his lists of what not to do in planning in-service programs, one educator suggests: "Thou shalt not commit in-service programs unrelated to the genuine needs of staff participants" and "Thou shalt not commit in-service on a shoestring."[64]

18. Effective results do not occur from a "staff development day" but from a programmatic approach targeted to a group of teachers with particular needs.[65]

19. Four steps which are needed in planning a program: a) assess teachers' attitudes toward in-service; b) survey for general in-service needs; c) survey to identify participant strengths and weaknesses, objectives to emphasize, and instructional procedures; and d) design and conduct planned in-service programs.[66]

Methods and techniques: Some specific methods and procedures cited as successful in either professional development activities for adjunct faculty, or generally, are listed below:

1. Orientation sessions;

2. Workshops;

3. Seminars;

4. Consultation with administration and regular faculty;

5. Use of professional development facilitator.[67]

6. Course for credit for adjunct persons--only 5 or 6 sessions--use of filmstrip, tapes, worksheets. Specific competencies required.[68]

7. Combination of classroom visits, consultations, and demonstrations;

8. Organized group study.[69]

9. Packaged self-instructional programs.[70]

10. Use of video tape for self-analysis.[71]

11. Faculty see film on teaching while students see subject matter film.[72]

12. Series of television tapes using major consultants discussing major functions of community-junior college;

13. Cassette tapes of national leaders discussing important problems facing community-junior colleges in the 70's.[73]

14. Use of instructional booklet including such things as list of adult learner characteristics with suggestions as to classroom adaptations; tips for teachers on using aids, art of questioning, etc.[74]

15. Extensive pre-service programming for potential adjunct personnel;

16. Film regarding general information about college;

17. Use of simulation demonstration, then panel discussion regarding use of role playing;

18. Sharing sessions--faculty discuss their work among themselves, exchange ideas;

19. Tour;

20. Use of printed handouts.[75]

Summary

A literature search made to study other research regarding professional development for adjunct faculty and to locate model or sample programs revealed that part-time faculty, who number more than half of the total faculty (with no estimate of the percentage of courses taught by them) in community/junior colleges, receive little attention in the way of professional development activities.

Many students, especially part-time ones who go to school at the most available time to them, find it is the time when most part-time persons serve as the college representatives. Adjunct faculty come from nearly all occupations, bringing special expertise and experience to the classroom. Since adjunct faculty represent the college only part-time they are not involved in full-time personnel meetings, communications, etc., and they also have less formal training and less teaching experience. While no statistical evidence indicates their teaching is of lower quality than those of full-time faculty, little research in this area appears to have been done.

Surveys of part-time instructors indicate that they want more help on various approaches to teaching and more information about how others teach the same course. The main recommendation to educators with regard to activities for assisting part-time faculty in the professional aspects seems to be that a thorough study of the perceived needs of adjunct faculty, as well as the students they serve, needs to be made.

Burlington County College in New Jersey, Hagerstown Junior College in Maryland, and Seminole Community College in Florida, appear to be three colleges making some successful efforts in this area of professional development activities--with instructional clinics, workshops and pre-

service institutes. Some methods being tried by a few, and recommended by others, include: use of packaged self-instructional programs; use of video tape for self-analysis; use of instructional booklets presenting selected tips for teachers believed to be most pertinent; use of demonstrations; faculty "sharing sessions"; and use of professional personnel such as a staff development facilitator and staff development counselor, as well as full-time faculty.

While there is some vagueness regarding professional development activities aimed at improving instruction, more specific needs and suggestions have been made regarding orientation to the college's philosophy, curriculum, academic, and business procedures. Needs in this area range from the need for being supplied with a semester calendar, information about grading policies and means of getting chalk and eraser or audio-visual equipment for classroom use to the answer to such questions as: How do I determine appropriate course content? What do I do now that half my students have failed the first test?

Although the needs are more readily identified, there is general agreement that there also is little being done to orient adjunct faculty to the college and probably little is being done to recruit, supervise, and evaluate them as well. Of the very few colleges cited in reports as providing some professional development activities, the main methods for orientation appear to be the provision of a part-time faculty handbook, lists of course syllabi, semester calendar, and other printed materials; orientation sessions; and individual and group meetings with instructional administrators. A few use films about the college, tours, and television and cassette tapes of national community/junior college personalities discussing functions and problems in the colleges in the 70's.

There are many logistical problems making the adequate provision of information and assistance to part-time personnel a challenge--a challenge with no apparent simple solution evident in most colleges, but one which grows more critical as the numbers of part-time faculty representing the colleges to more and more students grows.

FOOTNOTES

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Section II

COLLEGE SURVEY

Do American community/junior colleges provide professional development programs for adjunct faculty? If so, what are the goals of such programs? In order to answer these questions and determine other general characteristics describing the status of professional development for adjunct faculty, a random sampling survey was conducted.

Colleges identified for receiving the questionnaire were randomly selected from those listed in the 1976 Community, Junior, and Technical College Directory, published by the American Association of Community and Junior Colleges.

The questionnaire was mailed to the presidents of the 119 randomly selected schools in November 1976. A total of 78 (66%) were returned (plus one which arrived after tabulation was completed).

In this section of the report the questionnaire is described and findings resulting from it are presented.

The Questionnaire

The first section (unnumbered questions) of the questionnaire (see Appendix for a copy) was aimed at determining pertinent general characteristics of the college surveyed: headcount enrollment, the number of full-time and part-time faculty, credit hours taught by part-time faculty, and salary of part-time faculty. Part-time faculty, for the purpose of this study, were defined on the questionnaire as: "Faculty

members employed to teach one or more degree-objective courses but not considered full-time employees of the college."

Secondly, the first two numbered questions attempted to determine whether the college had a professional faculty development program for full-time and part-time faculty and whether this included pre-service and/or in-service. "Professional development programs" was not defined, thus allowing for a planned broad interpretation of the terminology. Those who answered negatively regarding part-time faculty development programs were instructed to ignore remaining questions but they were encouraged to describe any "informal professional development activities" and sign the completed form.

The third portion of the questionnaire was designed to determine general characteristics of the professional development programs for part-time faculty by those who claimed such programs in the second part of the questionnaire. In addition, these persons were also encouraged to add any additional comments or suggestions regarding the subject.

From the responses an attempt was made to analyze the following: general characteristics of the colleges reporting; status of professional development programs for part-time faculty; characteristics of professional development programs for part-time faculty; and a summary of comments included in the surveys and reports of informal activities.

Results of Questionnaire

General characteristics of colleges reporting: The 78 returns analyzed represented forty states and Washington, D.C., and were from colleges with headcount enrollments ranging from 23 to 38,500. Total faculty ranged from four to 1565 and part-time faculty from three to 684. Some colleges reported no part-time instructors and others reported 100% to be part-time

personnel, with the average being 44%.

Fifty-nine public colleges and eighteen private ones responded. One respondent did not complete the form, indicating "no part-time faculty." The lack of definitive replies made it impossible to determine the average workload or salary of part-time faculty.

Twenty-three colleges claiming professional development programs for part-time faculty reported that 55% of their total faculty are part-time personnel. Seventeen (29%) of the public schools were among the 23 claiming formalized programs. Six (26%) of the private schools responding claimed formalized programs.

The 23 who claimed programs represented sixteen states plus Washington, D.C. All major geographical areas of the United States were represented in this group. They included three from Kentucky, three from Alaska, and two each from the states of Oregon and Washington.

Status of professional development programs for part-time faculty: Of the 78 colleges responding, 28 (36%) claimed some type of professional development program for part-time faculty. Fifty (64%) reported no such program. Nine of the 28 (12%) indicated they have both pre-service and in-service programs. Eleven (14%) reported only pre-service and eight (10%) reported only in-service programs.

A comparison of the number of colleges claiming full-time professional faculty development programs with the number claiming programs for part-time faculty shows that 70% of the respondents do have professional development programs for their full-time faculty in contrast to 36% who have programs for part-time faculty.

When asked to describe their program by answering the remainder of the questions, five of the twenty-eight claiming programs for part-

time faculty chose, instead, to describe their programs as informal, or, "We are now working on this item. Nothing formalized yet" or indicated that there is no program but in-service programs are "available to part-time and full-time faculty." Eliminating these five, 23 (29%) of the respondents described "formalized" programs. Ten colleges (in addition to the five just noted, for a total of fifteen--19%) claiming no "programs" did indicate some activities such as orientation sessions, faculty handbook distributions and invitations to participate in any college workshops. Therefore, approximately 49% report some professional development activities for part-time faculty. Fifty-one percent indicate no activities.

Characteristics Of Professional Development Programs For part-time faculty: Twenty-three persons returning the survey completed the third section regarding characteristics of the professional development program for part-time faculty. The following summarizes their replies:

1. (Question 3) Most programs for part-time faculty are separate from the programs for full-time persons (15 of the 23--65%). One indicated the programs for part-time personnel are simply "more limited" and one indicated they are "partly" separate. Six (26%) reported the programs are not separate for part-time and full-time faculty.

2. (Question 4) Most programs for part-time faculty are voluntary (15 of the 23--65%). One additional person replied "technically." Three others (13%) indicated a portion of the program is voluntary, a portion not. Four (17%) indicated the program is not voluntary.

3. (Question 5) Part-time faculty are not paid for participating. At least 96% (22 of the 23 replies) indicated that. One replied "some" are paid, with no explanation as to meaning or amount.

4. (Question 6) Further, 61% (14) indicate there are no other incentives

for participating in the program; at least, one of these explains, "No extrinsic." On the other hand, eight (35%) say there are other incentives. Explanations of these incentives indicated they are of three kinds. First, in half of the eight instances, the incentive is initial employment or rehiring. One reply from a "non-voluntary" program school explained, "If they want to work they participate." The others were not so strong but explained that in-service programs could be used in lieu of a "junior college course" which is required for regular certification or at least enhanced the evaluation for re-employment. The second "incentive" cited was pay. Although not paid automatically for in-service attendance, satisfactory attendance is one contingent factor for pay increments, reports one school. The third incentive, cited by three, is purely "to become better instructors." Among assistance sought by these persons are instructional materials, explanation of administrative details and basic techniques of organization and delivery of material.

5. (Question 7) The percentage of faculty participating in these programs range from an estimated 5% to 100% with the average being 66%.

6. (Question 8) Most schools sponsor programs before the school term begins (19 of the 23) and most (79%--15 of the 19) are held either on a weekday evening or a combination of weekday and weekday evening. One of these meets on Saturday in addition to a weekday and weekday evening. The remaining four are held on weekdays.

Eleven schools (48%) report professional development programs held during the school term. In this group, five (45%) are on weekday evenings, one (9%) week and weekday evening, three (27%) on weekdays only, one (9%) on weekday and Saturday, and one (9%) only on Saturdays.

In addition, one respondent indicated the program is not scheduled;

one reported his college also has a program on a weekday after the school term ends; and one reported the general session "tends to be on Sunday afternoon or evening."

7. (Question 9) The length of the program in terms of hours and days varies widely--from two hours to 50 days (200 hours). Five of the 23 did not estimate the length in time. The most frequent answer was 2-4 hours reported by 11, or 61% of the 18 who estimated. The remainder estimated five hours, eight hours, 15-20 hours, 200 hours, 3 days and 2 days (both with hours not indicated) and 1-4 evenings, hours unspecified.

8. (Question 10) Those who do have professional development programs have a number of goals. Goals are listed below in the order of frequency checked and with an indication of the number of the twenty-two who replied to this question checking that goal:

a. Orientation to college academic, business procedures--20--91%

b. Orientation to College philosophy--19--86%

c. Orientation to College facilities, equipment, services, personnel--17--77%

d. Orientation to College students--15--68%

e. Assistance in development of course objectives, organization, activities--14-64%

f. Orientation to College curriculum--13--59%

g. Professional training in varied teaching technologies, strategies--8--36%

h. Orientation to adopted teaching method--7--32%

No response was received to indicate any goals other than those suggested on the check list provided on the questionnaire. One person commented that topics were determined by a faculty-staff professional development committee.

9. (Question 11) The most frequently checked items characterizing the

nature of the professional development program for part-time faculty indicate that most (67%) have programs which are college-wide. Most (52%) provide small group instruction, and administrators often participate as the instructors (in 77% of the colleges reporting). Individualized instruction and use of consultants is not very common--only 14% reported use of them. Some professional development programs are departmental ones--38% of the respondents included this--and some utilize large group instruction--24%. Faculty members sometimes are instructors in the program as reported by 33% and 33% also indicate the utilization of multi-media in their instruction. (More accurate descriptions of these programs could probably have been determined had Question 7 been combined with this one and more description of activities been solicited).

10. (Question 12) Varying levels of instructional administration are most often responsible for the professional development program for part-time faculty. In the 19 replies of the 22 (86%) who listed the title of the person responsible for the program, titles differed; however, they all included instructional administration such as: division directors, provost, dean of academic affairs, director of continuing education, associate dean of instruction, dean of community education, etc. In one of these replies the vice-president was identified as an additional person responsible for the program. The other replies indicated that the "director" is responsible for the program and one reply indicated "no one person is formally responsible."

11. Comments submitted by seven of this group of 23 further explained their programs. A brief summary of these follows:

a. One college representative explained that, although his college has not arrived at a certain system for part-time faculty staff development,

they have "experimented with three-hour large group orientation, department meetings, and individual meetings. Printed information is also given to part-time faculty and evaluations by students and classroom observation by department head or other appropriate official is a part of their evaluation-staff development program."

b. One person commented that he represents a small college in which the "entire faculty do all things together, generally speaking." But part-time faculty are "not visible on campus as much as full-time."

c. One college representative commented that a handbook for part-time would be helpful.

d. One college with a large portion of part-time faculty indicated that a few are "contracted faculty" who participate in in-service with full-time faculty.

e. One of the college respondents reporting one program for both part-time and full-time faculty explained that few part-time persons can participate because of other employment obligations but are invited to participate in the professional development program for full-time faculty.

f. Another explained that part-time faculty are "invited to participate in all faculty activities. . . ."

g. Part-time faculty teaching general students and those teaching occupational students have somewhat different programs at one college. The occupational studies instructors have informal activities only although more formal type activities are being planned, "hopefully with pay." The general studies faculty participate in a one and one-half hour orientation program each quarter. About 60 (75%) participate in the program conducted "by the Dean of General Studies with input from

Division Directors as to content of programs. Goals include all items listed on questionnaire Item 10."

In addition, some persons mailed copies of pertinent materials.

Summary of Comments From Respondents

Who do not claim programs: Comments and descriptions of informal activities from the respondents claiming no formalized professional development programs for part-time faculty are summarized below:

a. "Presently planning a 'Handbook for P... ...ime Instructors'. Part-time instructors are invited to attend all in-service seminars and programs."

b. "We hold a variety of small and large group meetings during the year to assist part-time faculty. . . .moving toward a more formal structure which involves the full-time faculty working with the part-time faculty."

c. "Part-time faculty meet with department heads and are visited at their classroom sites. Classes are dispersed over a 4500 square mile area, so logistic problems exist."

d. "Part-time faculty members are eligible for small grants for attendance at professional workshops, short courses, etc. . . .also encouraged to attend on-campus workshops and programs conducted by outside speakers and consultants."

e. "Full and part-time faculty attend pre-college conferences in early Fall. These usually are about 20 hours in length."

f. "A short meeting of part-time faculty is held each semester to explain the procedures relative to salary payment, grades, attendance, record keeping, etc."

g. "We provide a part-time faculty handbook. New part-time faculty are evaluated by department chairmen. . . ."

h. ". . .do have informal meeting with each of our new part-time faculty members to explain the policies and procedures of the college. . . .also present each new part-time faculty member with a Part-time Faculty Handbook."

i. ". . .part-time faculty are invited to attend" (workshops, conferences, seminars).

j. ". . .orientation session. . .handbook. . .most academic divisions conduct briefing sessions from time to time, bringing together part-time and full-time faculty from the same disciplines."

k. "Most activities (teaching workshops and seminars, media grants, productivity grants, learning center grants, expert-in-residency, etc.) are available to any teacher."

l. "A variety of workshops, seminars, speakers, etc., are arranged at least once a semester on various topics of interest. Since most of the faculty are religious their pre-service programs are arranged to prepare them for the position they serve."

m. "Now working on this item. Nothing formalized as yet."

n. "1. Pre-service indoctrination. . .by the Academic Dean. 2. Academic sections provide professional development activities--in-doctrination, conferences, classroom visitations."

o. "We find that an informal in-service program throughout the semester works best. At the beginning of each semester a formal session for part-time faculty is held. . . .officials of the college present the brief program" (information from business manager, registrar, admissions officer, student affairs and academic officers). "The academic officer in charge of part-time faculty keeps in touch with the instructors, provides a mail drop for exchange of information, . . . a means for securing audio-visual materials and duplicating materials."

p. "We only have full-time but if we had part-time faculty they certainly would need to have a professional development program. . ."

q. "We require syllabi. Part-time faculty come under the supervision of department heads. Students evaluate part-time faculty."

r. "We are currently in the plan/build phase of a formal faculty development program for both full-time and part-time personnel."

s. "We have a strong need but have done nothing yet. . ."

t. "The college is small enough that liberal arrangements can be made between the academic dean and a faculty member. . ."

Summary

A random sampling survey of community/junior colleges was conducted in order to determine the status of professional development programs for adjunct faculty in this country. The 66% return, representing public and private institutions in all major geographical areas, were from colleges with enrollments ranging from 23 to 38,500, a total faculty ranging from four to 1565, and the number of part-time faculty ranging from zero to 100%. The average percentage of part-time faculty of all respondents was 44%, and of those claiming professional development programs--55%.

Although 70% indicated they have professional development programs for full-time personnel, more than half of the respondents claimed no formalized professional development programs for adjunct faculty and described no informal activities. Approximately 49% described some activities for adjunct faculty: 20% of them described what they called informal professional development activities such as use of faculty handbook, orientation sessions, or an invitation to attend college workshops, and the remaining 29% claimed a program and checked general characteristics

describing their program:

1. Nearly two-thirds of the programs described are separate from the program for full-time faculty.

2. Nearly two-thirds of the programs described are voluntary.

3. Part-time faculty are not paid for participating--in 96% of the instances.

4. Other extrinsic incentives are not used in a majority of instances although a few do consider attendance a factor when hiring, recommending higher salary, or rehiring.

5. The percentage of faculty participating in these programs range from 5% to 100% with the average being 66%.

6. Most of these institutions (83%) hold their programs before the school term begins and 48% report programs during the school term. Most programs are held on weekday evenings with some also on weekdays.

7. The time used in the programs in terms of hours or days varied but two to four hours was reported by 61% of the respondents.

8. Goals of the professional development programs are mainly orientation in nature with nearly all reporting orientation to college academic and business procedures. All items involving orientation received 59% or more responses. While 64% indicated assistance to adjunct faculty in development of course objectives, organization, and activities as a goal, only 36% indicated professional assistance in various teaching technologies and strategies--that is 36% of the 29% describing programs, or about 10% of all schools responding.

9. Most programs are college-wide and are conducted by college administrators although one-third report the use of full-time faculty as instructors in some programs.

10. Instructional administrators on various levels are the persons responsible for the programs in most instances. No respondent listed a staff development officer responsible.

11. Further descriptions and materials used in the programs submitted by some revealed mainly the use of orientation sessions, departmental meetings, use of printed materials, and individual meetings.

Section III

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE SURVEY

A survey was conducted among adjunct faculty who were employed to teach degree-objective courses in academic programs at West Virginia Northern Community College during the Fall Term 1976. The purpose of the survey was to identify needs for future professional development activities, types of professional activities most desirable, times suitable for activities and suggestions about professional development from adjunct faculty on an anonymous basis. Results would help determine a program of activities to be planned. A description of the questionnaire and the results are included in this section of the report and a copy of the questionnaire is located in the Appendix.

The Questionnaire

The three page questionnaire was divided into four parts. Part I concerned orientation and assistance needs. Faculty were first instructed to indicate the value to them of specific needs by marking on a scale of 0 (not important) to 3 (very important) specific aspects of orientation to the college and assistance in course planning. Then participants were instructed to indicate items in which more information and assistance is desired with respect to the course they instruct and professional aspects of teaching--theories, strategies, methodologies, etc.

Part II dealt with types of professional activities and faculty were asked to simply check methods they believed would be most helpful

in providing the information and assistance they had indicated in Part I of the questionnaire.

In Part III an attempt was made to determine the most suitable times for group activities. Participants were asked to indicate days of the week and time periods most suitable.

Throughout the questionnaire space was provided for participants to add items not listed or comments and space was provided in Part IV designed specifically for comments or suggestions pertaining to professional development.

The questionnaire was distributed to all 91 adjunct faculty teaching at all campus and non-campus sites. All were given addressed envelopes in which to return their questionnaires. The intercampus mail was utilized for those teaching at campus sites; the federal mail system was used for those teaching at off-campus sites.

Results

A 64% return was realized from the anonymous questionnaire. Of the 91 faculty who were mailed questionnaires, 58 completed and returned them.

Part IA - Information needed: Ranked in order according to the average value (based on the 0-3 scale) checked are items in which respondents indicated more information is needed about WVNCC:

1. Facilities, equipment available--2.29
2. Curriculum, programs, course offerings--2.24 (50% of the respondents checked "3")
3. Academic policies--2.21
4. Philosophy, goals--2.13
5. Business matters--2.11

Services available to faculty--2.11

6. Services available to students--1.89

7. Student Characteristics--1.86

8. Personnel--1.64

No clear patterns for checking the values indicated in IA were determined. The average number of "3's" checked was three. About 28% checked five or more "3's." No one checked only "0's" and "1's." Items 1, 3, and 8 received the highest ratings and 72% of the respondents checked "3" on at least one of these top three items. Of these, nearly 19% rated all three with a "3." An additional 19% rated two of the three with a "3" and nearly 35% checked only one "3." (Checking Item 8--14%; only Item 3--12% and only Item 1--9%)

Part IB - Assistance with course: Respondents indicated less need for assistance in planning the courses they teach. The rankings are listed, again with the average value, for indicated assistance needed in planning for courses:

1. Objectives--1.91 (33% checked "3")
   (One person explained his "3" answer: "I'd like to know what other teachers do with this course.")

2. Organization--1.67 (22% checked "3")

3. Activities--1.67 (17% checked "3")

4. Management--1.53 (17% checked "3")

Forty-three percent of the respondents checked at least one "3" on this section while 57% checked no "3's." Five persons (9%) checked all items "3" but nine (16%) checked only "0's" and "1's." Combined with rankings in Section IA, Item 1, objectives, would rank after six items in IA, and the remaining items in IB rank three of the bottom four.

Part IC - Information about the course: When given the opportunity to indicate whether more information is needed about the course they instruct, 37 of the 58 respondents (64%) did indicate they need more information regarding the interrelationship between this course and other courses in the students' programs. One clarified his response by adding, "in general." (This indication closely corresponds to the request by so many--2.24 average, with 50% checking "3" and 31% checking "2"--for more information about curriculum, programs, and course offerings.) Additionally, one person asked for more information about the "previous instructor's methods, materials, problems encountered, etc." One asked for more information about "specific areas covered (outlines) and one suggested, "more information needed in library for students' reference."

Twenty-seven (47%) indicated a need for information about new knowledge available in the field.

Part ID - Instructional assistance: Three of the eighteen items relating to instructional methodologies were checked by more than 25% as areas in which more information and assistance is desired:

1. Using audio-visual aids--16 (28%) (Note that this correlates with the high interest in more information about facilities and equipment in Item IA.)

   Motivation--16 (28%)

2. Discussion Techniques--15 (26%)

Five items received checks from 20-24% of the respondents:

1. Self-directed learning--14 (24%)

   Contract learning--14 (24%)

2. Psychology of learning--13 (22%)

3. Lecturing--12 (21%)

   Individualizing instruction--12 (21%)

Other items listed, in descending rank order, are:

1. Modular development--10 (17%)
2. Listening--9 (16%)
3. Testing--7 (12%)
4. Team Teaching--6 (10%)

   Inquiry Learning--6 (10%)
5. Use of Role Playing--5 (9%)

   Experiential Learning--5 (9%)
6. Research Papers--4 (7%)

   Grouping--4 (7%)
7. Mastery Learning--2 (3%)

One person also added "Community College Grading Standards."

Part II - Types of activities: In order to provide the information and assistance indicated in the first portion of the questionnaire, respondents suggested mainly use of printed materials (40 of the 58 or 69%); individual meetings with division chairpersons and another person teaching the same course or courses in the same program (30 or 52%); and departmental meetings of full-time and part-time faculty (27 or 47%).

Additionally, use of audio-visual programs made available for independent study on each campus was checked by 19 (33%). Use of small discussion groups featuring specific areas of concern was indicated by 18 (31%) and use of small group instructional programs featuring specific teaching strategies and demonstrations was indicated by 16 (28%).

A smaller number opted for departmental meeting of part-time faculty (13 or 22%) or a general meeting of all part-time faculty (13 or 22%.) Only 11 (19%) checked "general meeting of all faculty" while the assignment of a full-time faculty "buddy" received the least approval--

7 (12%).

In an attempt to further analyze the results, study of the replies revealed that 34 respondents (59%) suggested the use of three or more activities, with many different combinations checked. Ten persons (17%) did suggest the combination of individual meetings with division chairperson and another person teaching the same course or a course in the same program; departmental meeting of part-time and full-time faculty and the use of printed materials.

No one checked just the individual meeting. Only one (2%) checked just the general meeting; two (3%) suggested only a department meeting. Five persons (9%) did check only the "use of printed materials." And one of those five commented, "clearer lines of communication; more adequate information."

Sixty percent (35) of the respondents indicated their belief that at least one of the following would be helpful activities: use of audio-visual programs, small group discussions or small group instructional programs. Most of these--21 or 60%--checked only one of the three; however, four did check all three and ten checked two of them (four of these chose audio-visual programs and discussion groups; five selected discussion groups and small group instruction programs.)

Part III - Suitable meeting times: Clearly, evenings are suitable to more respondents for group activities with a less clear indication of the most suitable day of the week. Most suitable times in ranking order are listed:

Monday evening--21 (36%)

Tuesday evening--16 (28%)

Wednesday evening--15 (26%)

Thursday evening--14 (24%)

Friday evening--10 (17%)

Saturday morning--7 (12%)

Other times and days and their ratings were:

Monday morning, Tuesday morning, Wednesday afternoon--5

Wednesday morning; Monday, Tuesday or Thursday afternoon; Sunday evening--4

Thursday, Friday morning; Saturday afternoon--3

Friday afternoon--2

Sunday--1

One person who checked five items reflected the difficulties in scheduling as he indicated simply "none" regarding times suitable. Another person who checked only "printed materials" stated he felt he could read them anytime.

Part IV - Comments and suggestions: Twelve persons responded to Part IV, in which comments and suggestions regarding professional development activities for adjunct faculty were solicited. A summary of the varied comments follows:

1. Two persons expressed appreciation for the "opportunity to express my adjunct feelings" and felt the survey "to be worthwhile and hope that some good will come out of it."

2. Two persons were apparently concerned about further expectations of them implied by the survey. One stated, "Please keep in mind that we have other jobs and obligations." The other expressed concern more strongly, "Also it is not practical to expect adjunct faculty to participate in college affairs other than the classes they teach since this is not their primary employment."

3. Five persons made specific suggestions regarding areas of orientation and assistance for adjunct faculty, along with some specific complaints:

a. Full-time faculty teaching the same course as an adjunct faculty member should assist the adjunct personnel:

> 1) Tell what problems he has encountered in other years with testing, types of students, procedures for running off tests, what is available in audio-visual equipment, etc.; 2) Tell what problems or successes he has had in presenting material, what areas he has felt were the most difficult for students, etc.; This person complained that when he had approached another full-time faculty member about the difficulty in getting tests run off, he met the reply, 'Well, you're learning the hard way.' Further, this person felt 'ignored.'

b. "A brief analysis of each projected course of study (i.e., police science, nursing . . .) as pursued by typical full-time and part-time students would be available to me . . ." He further explains he could better gear his general education required course workloads and assignments to the specific needs of the students.

c. One person questioned whether the college could assist in his professional development by giving coverage for his class and financial assistance because, "I would like to attend a seminar on my subject to keep up to date."

d. One person, who explained he was hired too late to attend the orientation meeting, said that he answered most items in Part I with a "3" because he received no assistance except a copy of the catalog. He suggested more involvement with the division and attention from the division chairperson. His words:

> I must add, too, that as an adjunct faculty member I felt 'left out' of the affairs of my division. I was never informed about, nor invited to, division meetings. Nor did I ever receive minutes from division meetings, so that I would know what was going on. As I indicate above, when I was hired, I was more-or-less

> left alone to 'flounder'--my division chairperson never really bothered to explain anything to me. I <u>really</u> think there is a real need for this.

e. One person expressed need for more library materials for students in his discipline, a coordinator for his program, as well as more publicity concerning his program.

f. The remaining comments and suggestions involved opinions regarding other adjunct faculty needs and concerns:

1) "More emphasis might be placed on academic achievement so that more personal satisfaction may be experienced upon completion of a course, program, etc."

2) "It seems difficult for me to get things done. The logistics of having a test run off are very difficult for someone who works full-time in another position, for example."

3) "Better pay scale for adjunct faculty."

4) "More classroom equipment needs to be made available."

5) "Paychecks should have definite dates and these dates adhered to."

6) "Getting duplicate copies for class is difficult. I have almost all materials run off at work."

7) "Teachers get very few supplies--no pens, pencils, letterheads, pads."

8) "Adjunct faculty need office space to keep materials and help counsel students."

<u>Summary</u>

A survey of adjunct faculty teaching at West Virginia Northern Community College during the Fall Term 1976 for the purpose of determining professional development needs, activities, and suitable times

was completed and returned by 64% of the faculty on an anonymous basis.

Orientation to the college was the most obvious need cited by the respondents--especially in the following areas, listed in ranking descending order: facilities and equipment available; curriculum, programs, course offerings; academic policies; philosophy, goals; business matters; and services available to faculty. Additionally, respondents indicated a need for more assistance in determining course objectives as well as more information about the interrelationship of the course they teach and other courses in the students' programs.

In the area of instructional assistance, more than 25% of the respondents indicated an interest in obtaining information and assistance in using audio-visual aids; motivation; and discussion techniques.

A majority of respondents suggested the use of three or more means of providing information and assistance. The three leading means suggested were: use of printed materials, individual meetings with division chairpersons and another person teaching the same course or a course in the same program; and departmental meetings of full-time and part-time faculty. Additionally, about 61% of the respondents checked one of the three following means: use of audio-visual programs made available on each campus; use of small discussion groups concerning specific problems; and use of small group instructional programs featuring specific teaching strategies and demonstrations.

Weekday evenings were indicated as most suitable times for group activities although 36% was the highest indication in any one time. Monday evening was most favored and each succeeding evening was checked by fewer persons.

Part I

Summary and Conclusions

A literature search, survey of American community/junior colleges, and survey of West Virginia Northern Community College adjunct faculty were made to determine professional development needs of part-time instructors; to locate recommendations for such activities; and to identify innovative activities taking place. The following is a summary of the findings of each section; conclusions; suggestions for further research; and implications of the study.

Summary of Findings

Literature search: The literature search disclosed that possibly the larger number of instructors in the community/junior colleges are part-time personnel and, although they teach fewer hours than full-time faculty, they are, nevertheless, involved in educating many of the community/junior college students of America. These faculty bring a special expertise and experience to the classroom but have less experience and training in professional teaching methodologies than full-time faculty. In addition, they often are not familiar with college philosophy, policies, and procedures. Part-time faculty want assistance, especially regarding approaches to teaching, information about how others teach the same course, and enough information about college policies and procedures to enable them to satisfactorily carry out their professional responsibilities.

While needs for orientation and professional assistance are cited by many writers, they generally agree that the problems encountered in implementing activities have not been answered. There is even a question as to whether college administrators have adequately planned for recruitment, supervision, evaluation, and support of these employees. The activities which are planned in some institutions are mainly orientation-type activities such as provision for a part-time faculty handbook, orientation sessions, departmental and individual meetings. A very few schools are also using such means as campus tours, films about the college, and television and cassette tapes of national educators discussing functions and problems of the community/junior colleges to provide orientation. An even fewer number of schools--less than ten located in this search--are making efforts in the area of professional development activities aimed at assisting faculty in furthering their professional capabilities needed in the classroom by providing instructional clinics, workshops and pre-service institutes. They employ such methods as packaged self-instructional units; demonstration; video tapes for self-analysis; instructional booklets presenting tips for teachers believed most pertinent to their particular needs; faculty "sharing sessions;" and professional personnel such as a professional development facilitator, a professional development counselor, or full-time faculty.

The literature search indicates, mainly, that needs of the adjunct faculty and the students they teach need to be thoroughly determined and activities planned to meet these needs.

College survey: The 66% returns from the random sampling survey of American community/junior colleges supported the findings of the literature search. More than half of the respondents reported no professional development activities for adjunct personnel. Of the approximately 49%

reporting some activities, 20% described them as informal ones such as use of a part-time faculty handbook, orientation session, and invitations to attend workshops designed for full-time faculty. The remaining 29% described their more formalized programs as mainly having goals relating to orientation and assistance with development of course objectives, organization, and activities. A very few--36% of the select 29% group--cited the goal of assisting these faculty with teaching strategies and technologies. The programs implemented at these schools are voluntary, separate from those for full-time faculty, and there are very few who offer any extrinsic incentives or rewards to those who do participate. Most programs involve about two to four hours of time, are conducted by administrators, and involve use of orientation sessions, departmental meetings, use of printed materials, and individual meetings.

West Virginia Northern Community College adjunct faculty survey: The survey of all part-time faculty teaching degree-objective courses at West Virginia Northern Community College during the Fall 1976 semester was returned by 64% of them on an anonymous basis. The survey was aimed at determining adjunct faculty's perceived professional development needs, most favored activities for meeting the needs, and suitable times for scheduling group activities. Results indicate that they, like those reported in other studies, believe they need more information and assistance. Especially do West Virginia Northern adjunct faculty report a need for information about facilities and equipment available to them and information about the college's curriculum, philosophy, policies, procedures, and services for faculty. Additionally, they

want more assistance in determining course objectives and understanding the relationship of their course to the students' programs. Some, more than 25%, also requested assistance in each of the following areas: use of audio-visual aids; motivation; and discussion techniques.

Most respondents replied favorably to three or more activities for providing the information and assistance, favoring use of printed materials, individual meetings with those administrators and full-time faculty most closely related to their discipline, and departmental meetings with full-time and part-time faculty.

In addition, most indicated an interest in either individualized audio-visual programs, small discussion groups, or small instructional groups. When checking times available, the problems of implementing activities was obvious as 36% was the largest number checking any block of time as being suitable--that being a Monday evening.

Conclusions

The researcher believes that as a result of this three-pronged study the following conclusions are indicated:

1. American community, junior and technical colleges rely heavily on the use of part-time faculty to teach.

2. Although dependent upon part-time faculty to carry out the mission of the college, there is evidence that very few colleges are providing adequate means of assisting these professionals in becoming acquainted with the college they are representing--its philosophy, policies, procedures, programs, and services available to help them carry out their responsibilities. Further, a smaller number of colleges provide any assistance in development of professional teaching capabilities.

3. A number of persons have cited the need for professional development activities for part-time faculty but innovative means for meeting the needs of this group are difficult to locate.

4. Adjunct faculty desire more information and assistance to help them carry out their professional responsibilities and want to feel a "part" of the college they represent.

5. Both adjunct faculty and college administrators recognize numerous obstacles in attempting to implement "traditional" methods of professional development--lack of availability for many group activities; greater obligation to other responsibilities; conflicting schedules, etc.

Suggestions for Additional Research

Additional research appears to be indicated in three areas:

1. A more accurate picture of the role of part-time faculty could be determined by identifying the number of courses taught by adjunct faculty compared to those taught by full-time personnel, and separating the number who teach degree-objective courses from those teaching short-term special courses.

2. Before plans for assisting faculty with improvement of their professional teaching capabilities can be made, extensive studies of adjunct faculty needs and their students is indicated.

3. In order to answer the challenge of meeting the non-traditional professional development needs of adjunct faculty, more research and testing of various means is indicated.

Implications of this Study

This study should be useful especially for those attempting to locate information about adjunct faculty in the community colleges; those

attempting to identify areas needing attention in American community/ junior colleges; those planning professional development programs for adjunct faculty; and those attempting to determine the status quo.

PART II

DEMONSTRATION

Section I

PROPOSAL FOR A PROFESSIONAL DEVELOPMENT PROGRAM FOR PART-TIME FACULTY WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

After completing the literature search, the survey of other colleges, and the survey of West Virginia Northern Community College part-time faculty, the researcher proposes a staff development program for meeting the needs of part-time faculty at West Virginia Northern Community College. The proposal has both short-range and long-range goals and is specific in some instances but intentionally non-specific in other respects.

Guidelines for the establishment of the proposal were determined and an attempt was made to follow them. These guidelines are as follows:

1. The program should be consistent with college goals, organization, policies, and procedures.

2. The program should be coordinated and integrated with the professional development program for full-time personnel of the college.

3. The program should be a systematic one which is specific enough to establish definite plans but flexible enough to allow for long-range development.

4. The program should involve part-time faculty in the planning and designing stages as well as the implementation and evaluation stages.

5. The program should provide for a clearly delineated purpose, understood by administrators of the program as well as participants.

6. The program should provide for clearly established responsibility for all planning, implementation, and evaluation aspects of it.

7. The program should provide activities which can enable participation in the most essential activities by all and participation in other activities by the widest number possible.

8. The program should be relevant, convenient, appropriate, practical, interesting, and beneficial as perceived by those for whom it is planned.

9. The program should make efficient and wise use of time--of both participants and those responsible for the program.

10. The program should provide for the creative utilization of current resources rather than requiring a prohibitive budget.

11. The program should be implemented in such a personalized manner that the adjunct faculty members feel they do play an important role in the college's mission.

12. The program should provide for interaction between part-time faculty and full-time personnel.

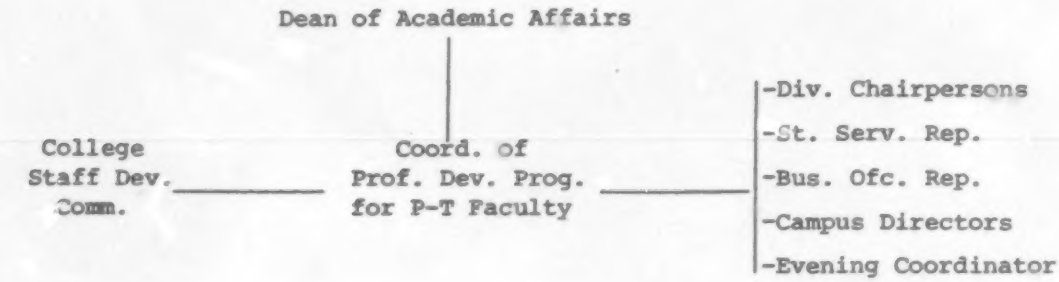
The proposal itself is presented in four parts: administration of the program, purpose of the program, outline of the program, and evaluation of the program.

Administration of the Program

The Dean of Academic Affairs is charged with the overall responsibility for the professional development program for part-time faculty. He, or a person appointed by him, will be considered the Coordinator of Professional Development for Part-Time Faculty, with primary responsibility for coordinating the planning, designing, implementation, and

evaluation of the program. The Coordinator will be a member of the college's staff development committee (which is responsible for professional development activities for all other personnel of the college) and coordinate the program in consultation with that committee.

Working with the Coordinator will be a group of persons each delegated specific responsibility for certain aspects of the professional development program. Members of this group will include: division chairpersons, a representative of Student Services (appointed by the Dean of Students); a representative of the Business Office (appointed by the Director of Financial and Administrative Services); Campus Directors; and the Evening Coordinator. The following diagram illustrates the relationships just described:



The delineation of responsibilities within the group working with the Coordinator will be fairly obvious since they relate directly to their administrative positions.

Division chairpersons, who are responsible for hiring, supervising, and evaluating part-time faculty, as well as for curriculum development, textbook selection, etc., will have the following responsibilities regarding this program:

1. Orientation of adjunct faculty to their responsibilities within the classroom.

2. Provision for part-time faculty input and participation in division matters and interaction with other faculty members regarding professional concerns, questions, and problems.

3. Identification of adjunct faculty professional instructional needs as topics for workshops, seminars, etc.

The Chairperson of the Learning Resources Division will be responsible for providing means of orientation to library services, policies, and procedures as well as for development and implementation of individual and group instruction in areas of his responsibility--audio-visual equipment, for example.

The Student Services representative will be responsible for providing for means of orientation relating to that office, such as information about grade reporting procedures and admissions requirements.

The Business Office representative will be responsible for portions of the orientation relating to business matters specifically involving adjunct faculty.

The Campus Directors and Evening Coordinator will be responsible for providing individual and/or small group general orientation to new adjunct faculty--orientation to the facilities, equipment available, college policies and procedures, services, etc. In addition, they will have responsibility for providing for personalized follow-up and reinforcement and for "filling in the gaps." This may mean they will represent division chairpersons at times or brief an adjunct faculty member on a meeting he missed, etc.

The Coordinator will work with all of these persons as a group and individually in order to coordinate the activities in such a way as to meet the objectives and the guidelines set forth for the program. This may mean, for example, that the Coordinator will compile a handbook with portions prepared by various members of the committee but will be assisted by the Campus Directors and Evening Coordinator in delivering the handbook to adjunct faculty and discussing it with them. The Coordinator may also work with other members of the college staff, such as the Director of Public Relations, in planning for programs which may be used not only for adjunct faculty but for public consumption as well.

Purpose of the Program

The purpose of the program is to enable a part-time faculty member to clearly understand the college he represents, to become a more active participant in the college, and to expand his professional capabilities in the classroom. More specifically, objectives of the program include:

1. The adjunct faculty member will understand enough about the college of which he is a part to knowledgeably represent it and play a more integral role in it:

a. He will understand general philosophy, goals, mission, and characteristics of the American community college so that he can interpret the implications regarding his role.

b. He will know enough about the goals and curricular programs of West Virginia Northern Community College so that he can advise students regarding the relationship of his course to the overall student goals and program.

c. He will be familiar enough with facilities of the college so that he can locate offices and give directions to students.

d. He will understand specific policies and procedures needed to carry out classroom responsibilities.

e. He will know how to locate information such as general policies and procedures, personnel, etc., so that he can direct students to answers.

f. He will know what services and equipment are available to him to enable him to utilize them.

2. The adjunct member will understand his professional responsibilities:

a. He will understand course objectives well enough to plan and conduct the course to meet these objectives and to interpret them to students.

b. He will understand parameters of the course regarding content, materials to be used, etc., so that the purpose of the course can be accomplished.

c. He will understand the levels of student expectancy well enough to properly carry out instruction, advise students, and evaluate students.

d. He will know his responsibility to students and the college so that he can carry them out.

3. The adjunct faculty member will be provided assistance and information enabling him to expand his professional teaching capabilities:

a. He will be provided opportunities for learning about various teaching methodologies and means of applying them in the classroom.

b. He will be encouraged and assisted in exploring new strategies and techniques in the classroom.

c. He will be provided opportunities for professional discussions attempting to identify classroom problems and means of satisfactorily handling them.

Outline of the Program

An outline of the proposed program for the Fall 1977 semester is presented in detail with an identification of topics, objectives, activities, dates, full-time personnel responsible, and location. Less specifics are given for the Winter 1978 semester and succeeding semesters.

Professional Development--Part-Time Faculty Fall 1977 Semester

Approx. Date	Topic	Objective*	Activity	Personnel Responsible	Location
Summer 1977	Professional Responsibility; Specific Assignment	2 a,b,c,d; Also 1	Individual meeting with Div. Chairperson and/or Program Coord.	Div. Chairperson	Campus site of instruction
Summer 1977 or 1st week	College facilities, equipment, services, policies, procedures, personnel	1 c,d,e,f; Also 1 a,b	Individual or small group meeting with Campus Dir., Eve. Coord., or Coord. of P-T Fac. Prof. Dev.; Tour of facility; intro. to app. personnel; distrib. of handbook, calendar, catalog.	Campus Director, Evening Coord., Coord. for Prof. Dev. for P-T Fac.	Campus site of instruction
Last wk. August 6:30 pm	College goals, philosophy, programs, curriculum, acad. responsibilities	1 a,b; Also 2 d and 1 c	General orientation session--Meet personnel; slide-tape presentation	Coord. for Prof. Dev. for P-T Fac. + Committee	Auditorium, B & O Bldg., Wheeling
" 7:30 pm	College goals, etc. related more specifically; pertinent mechanics of prof. resp.; Div. obj. for yr.; Fac. eval. and other div. matters	1 a,b,d; 2 c, d; Also 3 c	Meeting with part-time and full-time members of division	Div. Chairperson	Auditorium, B & O Bldg. (then other rooms), Wheeling
1st 2 weeks	College goals, etc. topic of general orient. session	1 a,b; Also 2 d; 1 c	Slide-tape presentation for the ones unable to attend earlier	Campus Dir.; Eve. Coord.	Library, Each Campus
1st 3 weeks	Gen. Orient. follow-up; Identify specific needs	1, 2, or 3	Individual contact, in person or by telephone	Campus Dir.; Eve. Coord.; Coord for Prof. Dev.,P-T.	Campus site of instruction

(continued)

4th wk.	Audio-visual equip., uses	1 f; Also 3 a,b	Small gp., individualized wkshp. with A-V Coord.; scheduled each night; prelim. checklist used.	Chairperson, Learning Resrcs. Division	Campus Location of A-V Equipment
Mid-term	Div. concerns(Lib. mat'ls, texts) "sharing" session of classroom problems, accomplishments, etc. relating to Part-time fac., especially	2 d & 3 c Also 1 a,b,d	Division and/or program area meeting with part-time & full-time faculty	Div. Chairperson	Determined by Division
Mid-term & later	Classroom Responsibilities	Evaluation 2 a,b,c,d	Individual meetings with Div. chairperson, class visits	Div. Chairperson	Campus site
End term	Eval. of Prof. Dev. Activities		Evaluation survey	Coord for Prof. Dev. for P-T Fac.	Mail

*Objective numbers relate to objectives listed on pp. 62, 63, 64

Materials needing to be developed for this program include: handbook for part-time faculty; outline of professional development activities for semester for adjunct faculty; slide-tape presentation (suggest Public Relations develop one which can be used for other groups and placed in libraries for utilization by individuals who cannot attend orientation); checklist to be completed by part-time faculty for use in planning audio-visual equipment seminar; evaluation form to be completed by part-time faculty at end of term. It is also suggested that minutes of division meetings be distributed to part-time faculty in that division and that the Coordinator make arrangements for distribution of all college-wide communications believed to be pertinent to part-time faculty.

Activities of the committee working with the Coordinator of Professional Development for Part-Time Faculty during the Fall 1977 semester would also include planning for program specifics for Winter 1978 semester and succeeding semesters, and possibly seeking federal funds for assistance.

During the Winter 1978 semester activities would be approximately the same. The general orientation session would be the slide-tape presentation to <u>new</u> part-time faculty (or those who missed it completely first time); panel discussion with various administrative/faculty personnel discussing community college goals, particularly as related to the classroom at West Virginia Northern. Division meetings with part-time and full-time faculty would be held the same evening; and a second meeting would be scheduled about mid-term, especially designed to take into consideration part-time faculty concerns. Again, the Campus Directors, Evening Coordinator, or Coordinator of Professional Development for Part-Time Faculty would provide individual follow-up; a seminar regarding

audio-visual equipment would again be provided where needs warrant; and evaluation of activities again would be provided for. In addition, "sharing sessions" would be planned at a time convenient for part-time faculty but not necessarily on a division basis. This might be planned to be held two nights on each campus--Monday or Wednesday and Tuesday or Thursday--with an informal supper and discussion. The Selective Dissemination of Information (SDI) Service provided by the Division of Learning Resources would be expanded to include more adjunct faculty.

The program for 1978 and succeeding years would include the basic orientation programs for new part-time faculty and expand to especially include self-instructional materials to assist faculty in expanding their professional teaching capabilities; audio-visual programs made available to individuals regarding specific aspects of the community college--student characteristics, etc.; and professional consultation, with use of video-tape, regarding individual classroom concerns.

Consideration should be given to providing "credit" courses for part-time faculty and for rewarding those who continually serve in a teaching capacity and make efforts to improve their abilities to carry out their professional responsibilities. The Coordinator of Professional Development for Part-Time Faculty would be encouraged to study further the program at Burlington County College, New Jersey, and possibly others with programs with objectives similar to those determined for West Virginia Northern. Provisions for input from part-time faculty should continue to be made regarding all aspects of planning for future programs.

Evaluation of Program

Evaluation of the professional development program should be comprehensive and continual. Part-time faculty should anonymously evaluate

the semester "package" each semester; instructional administrators should evaluate the program not only from their viewpoint but also as a result of student evaluations of part-time faculty instruction and overall evaluation of part-time faculty strengths and weaknesses. These evaluations should be considered by the Coordinator of the Professional Development for Part-Time Faculty and the committee working with him and by the college's staff development committee. Evaluations should be an integral part of planning for all future aspects of the program.

APPENDIX

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

15TH AND JACOB STREETS, WHEELING, W. VA. 26003

PHONE (304) 233-5900

November 9, 1976

As a preliminary step in planning a professional development program for part-time faculty, we are conducting a literature search and a random survey to determine what is happening elsewhere. Our project is partially funded by the Council of North Central Community and Junior Colleges and a report, including results from a demonstration program, will be presented next spring. Replies from individual schools will not be included in the final report except in summary form.

Could you assist us by directing the enclosed questionnaire to the appropriate person at your institution for completion and return? We would very much appreciate your completing the first portion of it even if you do not have a professional development program for part-time faculty.

We look forward to receiving your reply and appreciate your assistance.

Yours truly,

Daniel B. Crowder

Daniel B. Crowder
President

/gp

Enclosure

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

QUESTIONNAIRE: PART-TIME FACULTY PROFESSIONAL DEVELOPMENT ACTIVITIES

(Part-time faculty: Faculty members employed to teach one or more degree-objective courses but not considered full-time employees of the College)

College _____ Public _____ Private _____

Current headcount enrollment _____ No. faculty, full-time _____; part-time _____

Average number credit hours taught by individual part-time faculty _____ sem / qtr hours

Average part-time faculty salary $_____ per sem / qtr hour

1. Do you have a professional development program for full-time faculty? yes / no
   Pre-service _____; In-service _____

2. Do you have a professional development program for part-time faculty? yes / no
   Pre-service _____; In-service _____

(IF YOU DO NOT HAVE A FORMALIZED PROFESSIONAL DEVELOPMENT PROGRAM FOR PART-TIME FACULTY BUT HAVE INFORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES, PLEASE DESCRIBE THEM BRIEFLY ON THE BACK OF THIS PAGE; YOU NEED NOT COMPLETE OTHER QUESTIONS.)

3. Is your professional development program for part-time faculty separate from that of the full-time faculty? _____

4. Is your professional development program for part-time faculty voluntary? _____

5. Are part-time faculty paid for participating? _____ How much? $_____ per _____

6. Are there other incentives for participation in the program? _____ Explain:

7. What percentage of the part-time faculty participate? _____%

8. When are your pre-service/in-service programs offered for part-time faculty?
   Before school term begins: weekday _____; weekday evening _____; Saturday _____
   After school term begins: weekday _____; weekday evening _____; Saturday _____
   Other:

9. What is the total length of the program for part-time faculty per term? Days _____; Hours _____.

10. Please check items below which relate to the goals of your professional development program for part-time faculty:
    _____ Orientation to College academic, business procedures
    _____ Orientation to College philosophy
    _____ Orientation to College curriculum
    _____ Orientation to adopted College teaching method
    _____ Orientation to College students
    _____ Orientation to College facilities, equipment, services, personnel
    _____ Assistance in development of course objectives, organization, activities
    _____ Professional training in varied teaching methodologies, strategies--Example:

    _____ Other. Explain:

(OVER)

11. Please check items which generally characterize your professional development program for part-time faculty

_____ College wide program	_____ Consultant instructed
_____ Department program	_____ Administrator instructed
_____ Large group instruction	_____ Faculty instructed
_____ Small group instruction	_____ Multi-media utilization
_____ Individualized instruction	_____ Other:

12. What is the title of the person responsible for the professional development program for part-time faculty? _____

13. Add any additional comments or suggestions regarding professional development programs for part-time faculty below.

(USE THIS SECTION FOR DESCRIPTION OF INFORMAL PROFESSIONAL DEVELOPMENT ACTIVITIES FOR PART-TIME FACULTY OR OTHER COMMENTS AND SUGGESTIONS)

Completed by _____ Title _____ Date _____

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE
15TH AND JACOB STREETS, WHEELING, W. VA. 26003
PHONE (304) 233-5900

M E M O R A N D U M

TO:

FROM: Dr. Gregory D. Adkins, Dean of Academic Affairs

SUBJECT: Enclosed Questionnaire

DATE: November 10, 1976

We recognize the contributions you are making and the responsibilities you have as an instructor at West Virginia Northern Community College. As a result, we are planning a professional program of activities aimed at providing more assistance to you, the adjunct faculty members who leave your primary responsibilities for a period of time each week to help us provide quality education to students of the upper Ohio Valley area.

Helping our faculty become more acquainted with the College and providing more professional assistance in carrying out the responsibilities in the classroom are the goals of activities being planned. We are conducting a literature search, a random survey of other colleges, and a survey of all our adjunct faculty to aid us in planning a worthwhile program of activities beginning with the Winter semester.

Results of this study and our activities in the Winter semester will be presented to the Council of North Central Community and Junior Colleges by President Crowder. The CNCCJC has provided a grant to assist us in completing this project, and they hope the results will assist other colleges as well.

If you could please take the ten or fifteen minutes necessary to complete the enclosed anonymous questionnaire (whether or not you plan to teach during the Winter semester) and return it in the enclosed envelope during the next few days to the location where you get your College mail, we would be most appreciative of your helping us as we attempt to help you. If you have questions or would like to discuss this or other concerns, please feel free to call me, your division chairperson, or Mrs. Garnet Persinger, Wheeling evening coordinator and principal researcher for this project.

/gp

Enclosure

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE ADJUNCT FACULTY QUESTIONNAIRE - Fall 1976

This instrument is designed to identify areas of need for future professional development activities for adjunct faculty. You need only respond by marking a specified item; however, you may add comments to any item, add items, or add comments and suggestions in the space provided at the end of the questionnaire if you wish.

I. Orientation and Assistance Needs

A. Orientation to College - Mark the scale at the right of each item below according to the value to you as an instructor at West Virginia Northern Community College:

MORE INFORMATION IS NEEDED ABOUT WEST VIRGINIA NORTHERN COMMUNITY COLLEGE . . .

not imp. very imp.

1. Academic policies (student, faculty attendance; grading; exams; etc.)---------- 0 / 1 / 2 / 3
2. Business matters (pay dates, supplies, etc.) ---- 0 / 1 / 2 / 3
3. Facilities, equipment available ---------- 0 / 1 / 2 / 3
4. Student characteristics ---------- 0 / 1 / 2 / 3
5. Services available to students ---------- 0 / 1 / 2 / 3
6. Services available to faculty ---------- 0 / 1 / 2 / 3
7. Personnel ---------- 0 / 1 / 2 / 3
8. Curriculum, programs, course offerings ---------- 0 / 1 / 2 / 3
9. Philosophy, goals ---------- 0 / 1 / 2 / 3
10. Other: _____ ---------- 0 / 1 / 2 / 3
11. Other: _____ ---------- 0 / 1 / 2 / 3

B. Assistance in Course Planning - Mark the scale at the right of each item below according to the value to you as an instructor at WVNCC:

MORE ASSISTANCE IS NEEDED IN PLANNING FOR COURSE . . .

not imp. very imp.

1. Objectives ---------- 0 / 1 / 2 / 3
2. Organization ---------- 0 / 1 / 2 / 3
3. Activities ---------- 0 / 1 / 2 / 3
4. Management ---------- 0 / 1 / 2 / 3

Continued on back -----

C. Information about Course - Indicate subjects below you believe are needed:

MORE INFORMATION IS NEEDED ABOUT COURSE BEING INSTRUCTED WITH RESPECT TO . . .

1. _____ New knowledge available
2. _____ Interrelationship between this course and other courses in students' program
3. _____ Other:
4. _____ Other:

D. Assistance with Teaching Metholodogies - Mark the subjects below in which you would like more information and assistance:

INFORMATION AND ASSISTANCE IS DESIRED IN THE FOLLOWING AREAS RELATED TO INSTRUCTIONAL METHODOLOGIES . . .

1. _____ Psychology of learning
2. _____ Lecturing
3. _____ Team teaching
4. _____ Discussion techniques
5. _____ Motiv tion
6. _____ Listening
7. _____ Grouping
8. _____ Testing
9. _____ Individualizing instruction
10. _____ Using audio-visual aids
11. _____ Role playing use
12. _____ Experiential learning
13. _____ Mastery learning
14. _____ Inquiry learning
15. _____ Contract learning
16. _____ Research papers
17. _____ Modular development
18. _____ Self-directed learning
19. _____ Other:
20. _____ Other:

II. Types of Professional Activities - Check the methods below which you believe would be most helpful in providing the information and assistance indicated in the first portion of this questionnaire:

1. _____ Printed materials
2. _____ General meeting of all faculty (full-time & part-time)
3. _____ General meeting of all part-time faculty
4. _____ Departmental meeting of full-time and part-time faculty
5. _____ Departmental meeting of part-time faculty
6. _____ Individual meetings with division chairperson and other person teaching same course or courses in same program.

Continue on next page------

7. _____ Assignment of a full-time faculty "buddy" to assist with questions

8. _____ Audio-visual programs made available for individual study in each library

9. _____ Various small discussion groups featuring specific areas of concern - Ex.: Methods of meeting problems of part-time students, such as work schedule

10. _____ Various small group instructional programs featuring specific teaching strategies and demonstrations.

11. _____ Other:

12. _____ Other:

III. Times Suitable - Indicate the times and days/evenings most suitable for above activities:

_____ Morning: Circle best days: Mon. Tues. Wed. Thurs. Fri. Sat.

_____ Afternoon: Circle best days: Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

_____ Evening: Circle best evenings: Mon. Tues. Wed. Thurs. Fri. Sun.

IV. Comments, Suggestions - Please feel free to add comments or suggestions regarding professional development activities for adjunct faculty below:

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 25 1979

CLEARINGHOUSE
JUNIOR COLLEGES

THANK YOU FOR YOUR ASSISTANCE